

BROAD RIVER ELEMENTARY

474 Broad River Blvd.
Beaufort, SC 29906

GRADES PK-5 Elementary School

ENROLLMENT 416 Students

PRINCIPAL Dr. Melissa Sheppard 843-322-8400

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	42	53	3	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	No

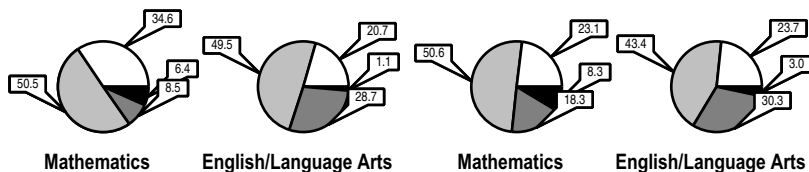
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	215	100.0	20.7	49.5	28.7	1.1	41.5	Yes	Yes
Gender									
Male	107	100.0	26.9	53.8	19.4	0.0	31.2		
Female	108	100.0	14.7	45.3	37.9	2.1	51.6		
Racial/Ethnic Group									
White	104	100.0	15.7	47.2	34.8	2.2	51.7	Yes	Yes
African-American	97	100.0	27.6	50.6	21.8	0.0	31.0	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	0.0	75.0	25.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	173	100.0	15.0	51.0	32.7	1.3	45.8		
Disabled	42	100.0	45.7	42.9	11.4	0.0	22.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	215	100.0	20.7	49.5	28.7	1.1	41.5		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	212	100.0	20.9	49.2	28.9	1.1	41.7		
Socio-Economic Status									
Subsidized meals	137	100.0	23.0	53.3	23.8	0.0	32.8	Yes	Yes
Full-pay meals	78	100.0	16.7	42.4	37.9	3.0	57.6		

Mathematics - State Performance Objective = 15.5%									
All Students	215	100.0	34.6	50.5	8.5	6.4	27.1	Yes	Yes
Gender									
Male	107	100.0	38.7	46.2	8.6	6.5	26.9		
Female	108	100.0	30.5	54.7	8.4	6.3	27.4		
Racial/Ethnic Group									
White	104	100.0	24.7	51.7	13.5	10.1	38.2	Yes	Yes
African-American	97	100.0	47.1	47.1	2.3	3.4	13.8	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	10	100.0	12.5	75.0	12.5	0.0	0.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	173	100.0	27.5	54.9	9.8	7.8	32.0		
Disabled	42	100.0	65.7	31.4	2.9	0.0	5.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	215	100.0	34.6	50.5	8.5	6.4	27.1		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	212	100.0	34.8	50.3	8.6	6.4	27.3		
Socio-Economic Status									
Subsidized meals	137	100.0	37.7	54.1	4.9	3.3	23.0	Yes	Yes
Full-pay meals	78	100.0	28.8	43.9	15.2	12.1	34.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	72	100.0	13.3	48.3	33.3	5.0	38.3
	Grade 4	76	98.7	27.9	44.1	27.9	N/A	27.9
	Grade 5	68	100.0	39.3	54.1	6.6	N/A	6.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	62	100.0	15.0	30.0	51.7	3.3	55.0
	Grade 4	73	100.0	22.7	59.1	18.2	N/A	18.2
	Grade 5	80	100.0	28.9	56.6	13.2	1.3	14.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	72	100.0	25.0	63.3	8.3	3.3	11.7
	Grade 4	76	100.0	29.0	50.7	13.0	7.2	20.3
	Grade 5	68	100.0	36.1	47.5	13.1	3.3	16.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	62	100.0	26.7	60.0	11.7	1.7	13.3
	Grade 4	73	100.0	30.3	59.1	6.1	4.5	10.6
	Grade 5	80	100.0	43.4	38.2	6.6	11.8	18.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 416)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.9%	Up from 1.2%	3.2%	2.7%
Attendance rate	96.0%	No change	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.2%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.9%		3.5%	3.5%
Eligible for gifted and talented	21.8%	Down from 22.6%	11.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.9%	Up from 7.4%	9.5%	8.2%
Older than usual for grade	0.5%	Up from 0.3%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 2.6%	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	60.5%	Up from 52.6%	48.4%	51.4%
Continuing contract teachers	94.7%	Up from 89.5%	87.5%	87.5%
Highly qualified teachers**	96.3%	N/A	96.0%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.6%	Down from 90.2%	86.4%	86.7%
Teacher attendance rate	94.4%	Down from 94.8%	94.5%	94.9%
Average teacher salary	\$44,587	Up 5.6%	\$39,920	\$40,760
Prof. development days/teacher	21.7 days	Up from 11.5 days	13.6 days	12.4 days

School				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Up from 18.2 to 1	18.6 to 1	18.9 to 1
Prime instructional time	88.4%	Up from 87.8%	89.3%	90.0%
Dollars spent per pupil*	\$8,754	Up 2.6%	\$5,980	\$6,044
Percent of expenditures for teacher salaries*	63.6%	Up from 53.6%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Dear Community Members:

Broad River Elementary School is a year-round, full service, International Baccalaureate-PYP World School. The wide variety of programs and activities that are conducted throughout the year are focused on supporting the academic achievement of each child. It is our mission to provide the very best academic, social, physical, and emotional growth opportunities for all students. It is our intent to offer an engaging, challenging, and safe school environment that provides each child with the skills and knowledge necessary to succeed in the 21st century.

The SC State Standards are the foundation of our academic program. Classes in Spanish, the visual arts, music, and hands-on Science compliment the overall program. Our year-round calendar is designed to offer academic enhancement and enrichment activities throughout the school year. PK to 5th grade classes, with an emphasis on the inquiry approach to learning, provide a framework for student-directed research and academic progress based on each individual's learning rate.

Student and community support services are varied and ongoing. These programs include a Child Development Center, parenting classes, guidance and character education sessions, comprehensive health and dental services, a sophisticated technology program, an after-school program, intersession classes, a traveling pre-school bus managed by an early childhood educator, an educational toy and book lending library, parent volunteers, PTO, School Improvement Council, Family Outreach, and referral services to our local social service agencies.

Broad River Elementary is one of five elementary schools in the Battery Creek cluster. Our graduates go on to Robert Smalls Middle School and then complete their public school education at Battery Creek High School, an International Baccalaureate Diploma school.

Dr. Melissa Sheppard, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	71	43
Percent satisfied with learning environment	95.0%	88.7%	87.8%
Percent satisfied with social and physical environment	95.2%	78.9%	81.0%
Percent satisfied with home-school relations	70.0%	88.7%	70.7%

*Only students at the highest elementary school grade level at this school and their parents were included.